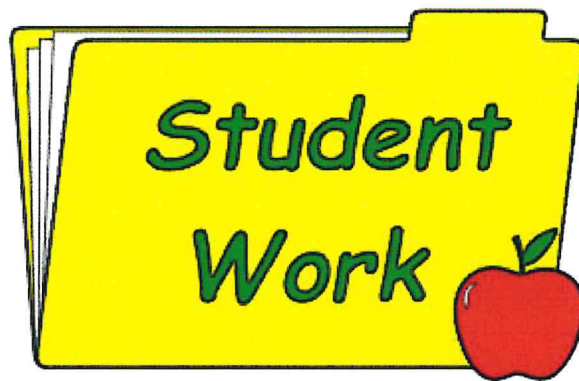


# Unity Elementary School







Parents and Students,

Listed below are daily activities that will reinforce the reading skills we have been working on this school year. The activities will reinforce skills like reading comprehension, language, vocabulary and writing skills. Some of these activities were taken directly from the Ga. Milestones study guide that is posted on the Ga. DOE website. You will notice that I have also included that I would love it if students would read daily for about 20 minutes. This is so important! If you have access to the internet, students can use [www.getepic.com/students](http://www.getepic.com/students) to find books to read. All they need is the class code: jgq9212. They can also try to take AR tests after they are done. We have extended the hours that students can take AR tests. They just need to go to the school website and go to the student page. Then they will find and click on the Renaissance Icon. I strongly encourage students to take AR tests if they can. Please feel free to contact me with any questions or concerns. My email is as follows: [melanie.ellington@mcssga.org](mailto:melanie.ellington@mcssga.org). I will be checking my email regularly. I miss all of my kiddos and hope to see all of you very soon!!

☺ Mrs. Ellington

<b><u>Day 1-(RL)</u></b> -Week 6 Daily Rdg passage-Day 1 -Read "Dr. Dolittle" passage -Answer items/questions 1-3 -Read for 20 minutes	<b><u>Day 6(RI &amp; W))</u></b> -Daily Language Week 35-Day 1 -Read "Are You Ready for a Pet?" passage. -Answer items/questions 6,7,& 8. -Read for 20 minutes	<b><u>Day 11(Language)</u></b> -Week 7 Daily Rdg passage-Day 1 - Comma Practice packet -Read for 20 minutes
<b><u>Day 2(RL)</u></b> -Week 6 Daily Rdg. passage-Day 2 -Identify the Theme from the story. Answer item 4 -Read for 20 minutes	<b><u>Day 7(RI &amp; W)</u></b> -Daily Language Week 35-Day 2 -Reread "Are You Ready for a Pet?" passage. -Answer item/question # 9-Writing Response -Read for 20 minutes -Take an AR test (if you can)	<b><u>Day 12(RI)</u></b> -Week 7 Daily Rdg passage-Day 2 -Television and Space Exploration reading comprehension packet -Read for 20 minutes -Take an AR test (if you can)
<b><u>Day 3(RL)</u></b> -Week 6 Daily Rdg. passage-Day 3 -Reread "Dr. Dolittle" Passage -Answer item #5-Follow the directions given. -Read for 20 minutes	<b><u>Day 8(RL &amp; RI)</u></b> -Daily Language Week 35-Day 3 - Read the Paired Passages "We Are Not Scared" and "Vampire Bats" and answer the questions. -Read for 20 minutes	<b><u>Day 13(RI)</u></b> -Week 7 Daily Rdg passage-Day 3 -Read Thurgood Marshall Paired Texts "The Biography of Thurgood Marshall" and "Thank You" letter. -Answer multiple choice 1-10 questions -Read for 20 minutes
<b><u>Day 4(RL)</u></b> -Week 6 Daily Rdg. passage-Day 4 -Compare Characters ,Compare Settings and Describe Events worksheets(3 pages) -Read for 20 minutes	<b><u>Day 9(Language)</u></b> -Daily Language Week 35-Day 4 - Verb tense packet -Read for 20 minutes -Take an AR test (if you can)	<b><u>Day 14(RI)</u></b> -Week 7 Daily Rdg passage-Day 4 - Review Thurgood Marshal text. -Compare/Contrast Thurgood Marshall article and letter- -Evidence from the text activity -Read for 20 minutes
<b><u>Day 5(RL)</u></b> -Week 6 Daily Rdg. passage-Day 5 -Characters, Setting and Events Reading Comprehension activity -Take an AR test(if you can)	<b><u>Day 10(Language)</u></b> -Daily Language Week 35-Day 2 - Prepositions packet -Read for 20 minutes	<b><u>Day 15 (RI &amp; W)</u></b> -Week 7 Daily Rdg passage-Day 5 - Thurgood Marshall Persuasive Writing activity -Read for 20 minutes







## Day 1

Lunchtime is an important part of the school day. Many schools' schedules are composed so that all students have a chance to eat lunch. Depending on the school, students may eat lunch in different places. Some students may get to eat outside in nice weather. At other schools, students may not have a cafeteria, so they always eat lunch in their classrooms. Older students may get a chance to leave school to buy their lunch. Lunchtime has not always been a central part of the school day. School lunch programs were created over time because of a need for them. Before school lunch programs, not all students were able to bring their lunch to school.

1. What does composed mean?

- a. calm
- b. created
- c. relaxed

3. Underline the clues that helped you determine the answers to 1 & 2.

4. What is the main idea of today's passage?

2. What does central mean?

- a. middle
- b. optional
- c. main

a. Not all schools offer lunchtime to students.

b. School lunch programs are not considered important.

c. School lunch programs are different at each school and are fairly new.

## Day 2

The first versions of public schools were very basic. They were often one-room buildings full of children of different ages. Children often walked home in the middle of the day so that they could eat lunch. Children that didn't live close to school brought lunch from home. As time went on, more people realized how important schools were for children. In the late 1800s and early 1900s, some big cities created programs to serve hot meals at school. The results of these programs were very positive. The students liked having the opportunity to eat a hot meal in the middle of the day. Teachers realized how helpful these meals were. Many teachers affirmed that their students performed much better on the days that they had a hot lunch.

1. What does versions mean?

- a. plans
- b. extras
- c. types

3. Underline the clues that helped you determine the answers to 1 & 2.

4. What inference can be made about today's passage?

2. What does affirmed mean?

- a. stated
- b. questioned
- c. disagreed

a. People in big cities weren't worried about what students ate at school.

b. In the past, children often lived close to their schools.

c. Children have not always been allowed to bring their own lunch to school.

## Day 3

While a few schools in some cities had hot lunch programs, they were not prevalent. Funding these programs was a challenge. Most schools did not have the money for it in their budget. In some cities, different charities gave money to create meal programs at schools. In 1894, one school began to offer a hot lunch for one penny. Later on, that program was added to other schools. In Boston, a charity decided to offer hot lunches to local schools. The lunches were prepared in a single kitchen and then delivered to participating schools. These programs were quite beneficial, but were limited. Early school lunch programs were paid for by charities, and not every school was lucky enough to have one.

1. What does prevalent mean?

- a. expensive
- b. limited
- c. common

2. What does beneficial mean?

- a. affordable
- b. helpful
- c. harmful

3. Underline the clues that helped you determine the answers to 1 & 2.

4. What inference can be made about today's passage?

- a. Many charities felt it was important to provide hot meals for students.
- b. Most schools were not interested in hot lunch programs.
- c. School lunch programs were very easy to create and pay for.

## Day 4

It was not easy to create school lunch programs in all schools. Adding a space to make and serve lunches took time and money. Many of the first school lunch programs were funded with money from charities. People saw that school lunch programs were great for children in need. They provided healthy food to children. They also were an opportunity to exhibit healthy eating habits to children. Soon, people began to ask for government funding for school lunch programs. It became clear that the only way all schools could offer hot and healthy lunches was if the government provided the money for the program.

1. What does funded mean?

- a. supported
- b. reversed
- c. faded

2. What does exhibit mean?

- a. deny
- b. exchange
- c. showed

3. Underline the clues that helped you determine the answers to 1 & 2.

4. Why did many people want the government to pay for school lunch programs?

- a. Charities didn't feel it was their job to pay for it anymore.
- b. Not all schools could pay for school lunch programs.
- c. People were unhappy with the other things that were government funded.



## Day 5

The Great Depression was a hard time in the history of the United States. Lots of people had to do without. Many people couldn't find jobs and didn't always have enough to feed their children. The prices of many foods and goods plummeted because no one could pay higher prices. The drop in food prices was very bad for farmers. The price of crops fell so much that farmers lost money. Though the Great Depression was a challenging time, there was one notable benefit that came from it. School lunch programs in many states were paid for by the U.S. government because of the Great Depression.

During the Great Depression, programs were created that bought up extra food that farmers could not sell. The federal government also started programs that hired people to prepare school lunches. As a result of these programs, many hungry children who had been the hardest hit by the Great Depression were able to have a healthy meal at school. Those programs were a success. They didn't last long, though. When World War II began, many school lunch programs were hurt. During the war, there were no longer extra supplies of food. Also, many people who had been working in cafeterias began to work to support the war effort. When World War II was over, Congress passed the National School Lunch Act, which promised to support school lunch programs.

1. What does plummeted mean?

- a. raised
- b. fell
- c. played

2. What does notable mean?

- a. written
- b. hidden
- c. important

3. Underline the word or words that helped you determine the answers to 1 & 2.

4. Write a summary of today's passage.

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## Sample Items 1–5

Read the story and answer questions 1 through 5.

### Doctor Dolittle

by Hugh Lofting

ONCE upon a time, many years ago when our grandfathers were little children—there was a doctor; and his name was Dolittle—John Dolittle, M.D. “M.D.” means that he was a proper doctor and knew a whole lot.

He lived in a little town called, Puddleby-on-the-Marsh. All the folks, young and old, knew him well by sight. And whenever he walked down the street in his high hat everyone would say, “There goes the Doctor!—He’s a clever man.” And the dogs and the children would all run up and follow behind him; and even the crows that lived in the church tower would caw and nod their heads.

The house he lived in, on the edge of the town, was quite small; but his garden was very large and had a wide lawn and stone seats and weeping-willows hanging over. His sister, Sarah Dolittle, was housekeeper for him; but the Doctor looked after the garden himself.

He was very fond of animals and kept many kinds of pets. Besides the goldfish in the pond at the bottom of his garden, he had rabbits in the pantry, white mice in his piano, a squirrel in the linen closet and a hedgehog in the cellar. He had a cow with a calf too, and an old lame horse—twenty-five years of age—and chickens, and pigeons, and two lambs, and many other animals. But his favorite pets were Dab-Dab the duck, Jip the dog, Gub-Gub the baby pig, Polynesia the parrot, and the owl Too-Too.

His sister used to grumble about all these animals and said they made the house untidy. And one day when an old lady with rheumatism came to see the Doctor, she sat on the hedgehog who was sleeping on the sofa and never came to see him anymore, but drove every Saturday all the way to Oxenthorpe, another town ten miles off, to see a different doctor.

Then his sister, Sarah Dolittle, came to him and said, “John, how can you expect sick people to come and see you when you keep all these animals in the house? It’s a fine doctor who would have his parlor full of hedgehogs and mice! That’s the fourth personage these animals have driven away. Squire Jenkins and the Parson say they wouldn’t come near your house again—no matter how sick they are. We are getting poorer every day. If you go on like this, none of the best people will have you for a doctor.”

“But I like the animals better than the ‘best people,’” said the Doctor.

“You are ridiculous,” said his sister, and walked out of the room.

So, as time went on, the Doctor got more and more animals; and the people who came to see him got less and less. Till at last he had no one left—except the Cat’s-meat Man, who didn’t mind any kind of animals. But the Cat’s-meat Man wasn’t very rich and he only got sick once a year—at Christmas-time, when he used to give the Doctor sixpence for a bottle of medicine.

Sixpence a year wasn’t enough to live on—even in those days, long ago; and if the Doctor hadn’t had some money saved up in his money-box, no one knows what would have happened.

And he kept on getting still more pets; and of course it cost a lot to feed them. And the money he had saved up grew littler and littler.

Then he sold his piano, and let the mice live in a bureau-drawer. But the money he got for that too began to go, so he sold the brown suit he wore on Sundays and went on becoming poorer and poorer.

And now, when he walked down the street in his high hat, people would say to one another, "There goes John Dolittle, M.D.! There was a time when he was the best known doctor in the West Country—Look at him now—He hasn't any money and his stockings are full of holes!"

But the dogs and the cats and the children still ran up and followed him through the town—the same as they had done when he was rich.

### Item 1

#### Selected-Response

Read the paragraphs from the story.

Then his sister, Sarah Dolittle, came to him and said, "John, how can you expect sick people to come and see you when you keep all these animals in the house? It's a fine doctor who would have his parlor full of hedgehogs and mice! That's the fourth personage these animals have driven away. Squire Jenkins and the Parson say they wouldn't come near your house again—no matter how sick they are. We are getting poorer every day. If you go on like this, none of the best people will have you for a doctor."

"But I like the animals better than the 'best people,'" said the Doctor.

Based on the paragraphs, which sentence BEST describes Doctor Dolittle?

- A. He does not like the people who live in his small town.
- B. He feels more appreciated by animals than patients.
- C. He is happier being around animals than people.
- D. He resents his sister for not taking his side.



**Item 2**

**Selected-Response**

Read the sentence from the story.

“You are ridiculous,” said his sister, and walked out of the room.

Why does Sarah **MOST LIKELY** say this to Doctor Dolittle?

- A. to reveal her disinterest in his work
- B. to express her dislike for his choices
- C. to share her thoughts about his hygiene
- D. to convey her concern for his garden

**Item 3**

**Evidence-Based Selected-Response Technology-Enhanced**

This question has two parts. Answer Part A, and then answer Part B.

**Part A**

Which word **BEST** describes how Sarah Dolittle feels about her brother?

- A. proud
- B. annoyed
- C. confident
- D. suspicious

**Part B**

Which sentence from the story **BEST** supports the answer in Part A?

- A. The house he lived in, on the edge of the town, was quite small; but his garden was very large and had a wide lawn and stone seats and weeping-willows hanging over.
- B. His sister, Sarah Dolittle, was housekeeper for him; but the Doctor looked after the garden himself.
- C. His sister used to grumble about all these animals and said they made the house untidy.
- D. And the money he had saved up grew littler and littler.

Item 4

### Constructed-Response

**Explain how Doctor Dolittle's actions help to develop the theme of the story.**

Use details from the story to support your answer. Write your answer on the lines on your answer document.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



**Rewrite the story from Sarah's point of view.**

## Narrative Writer's Checklist

- Write a narrative response that develops a real or imagined experience.
- Establish a situation and introduce a narrator and/or characters.
- Organize events in a clear and logical order.
  - Use a variety of transitional words and phrases to sequence the events.
- Use dialogue, description, and/or pacing to:
  - develop events.
  - show how characters respond to situations.
- Use concrete words, phrases, and sensory details to describe the events.
- Include a conclusion.
- Use ideas and/or details from the passage(s).
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

[illegible]



# Compare Characters

Characters are the people, animals, or creatures in a story or play. Good readers pay attention to details in a story and notice the traits of characters.

## How to compare characters:

- We can make inferences about characters through their words, thoughts, or actions.
- 1. What does the character say? What are his or her thoughts? What actions does the character take?
- 2. What kind of person would say, think, and do that? Identify the traits that match the character.
- 3. How are these traits similar and different from other characters in the story?
- 4. How do the characters interact with each other?

### Excerpt from Cinderella

*Cinderella sighed and sighed. "I wish I might go to the ball, too, and see that handsome Prince and all the lovely ladies," she said...*

*"Go scour your pots and pans," cried the stepmother. "That is all you are fit for, you cinder-wench."*

*So Cinderella went back to her work, but as she scrubbed and rubbed the tears ran down her cheeks so fast she could hardly see...*



What does Cinderella say, think, and do?	What does this tell you about Cinderella?
<div style="text-align: center; font-size: 2em;">➔</div>	
What does the stepmother say, think, and do?	What does this tell you about the stepmother?
<div style="text-align: center; font-size: 2em;">➔</div>	
How do Cinderella and her stepmother interact?	



# Compare Settings

The setting of a story or drama is where and when it takes place.

## How to compare settings:

1. Look for words and phrases that describe the setting.
2. Use the words and phrases to create a visualization of the setting. Make sure that your visualization is supported by text evidence.
3. Ask yourself: "Does the setting change throughout the story?"
4. How does the setting contribute to the plot?

### Excerpt from Cinderella

It was the child who scoured the pots and pans, scrubbed the floors, washed down the stairs, polished the tables, ironed the linen, darned the stockings, and made the beds. She herself slept at the top of the house in a garret, upon a wretched straw mattress, while her sisters had apartments of their own...

In the royal palace, and in the royal gardens, over which shone the same stars which had looked down upon *Cinderella's* pumpkins, the ball was at its height: with scores and scores of couples dancing on the waxed floor to the music of the violins; and under the trees, where the music throbbed in faint echoes, other scores of couples moving, passing and repassing, listening to the plash of the fountains and inhaling the sweet scent of the flowers.



Words and Phrases that Describe Setting #1	Words and Phrases that Describe Setting #2
How does setting # 1 contribute to the plot?	How does setting #2 contribute to the plot?

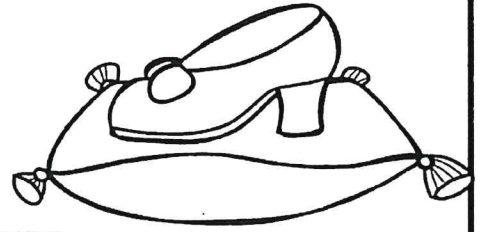
# Describe Events

The events of a story are the things that happen. Events often lead up to problems and solutions.

## How to compare the events:

A character's actions and words lead up to the events.

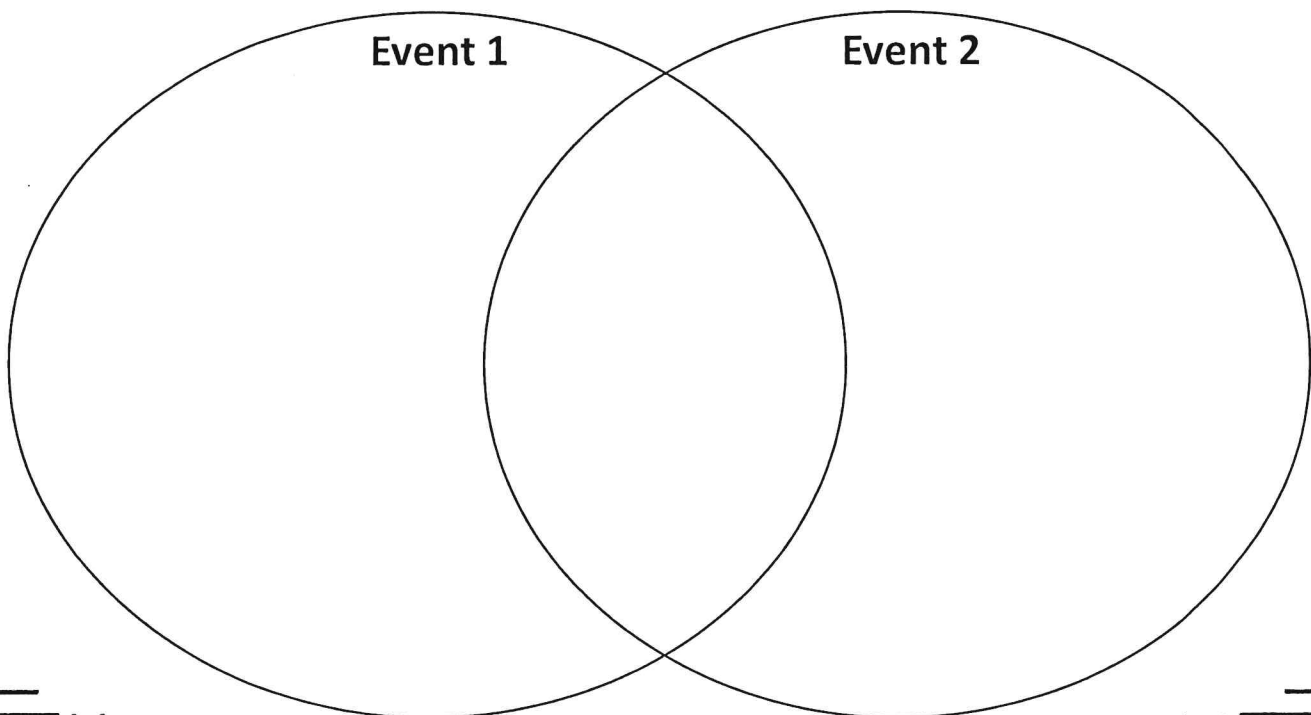
1. Find the spot in the text where a problem or major event occurs.
2. Identify important events leading up to the problem and after the problem.
3. How are the events similar? How are they different?



### Excerpt from Cinderella

The *Prince* led her to the dais where sat the *King* and *Queen*. She made a deep reverence before them, a slighter but no less gracious one to the company, and withdrew. Although she had given no orders, her coach stood waiting for her. Slipping in, she was whisked home in the time it would take you to wink an eye...

With the last stroke of twelve, coach and footmen had whisked away, and poor *Cinderella*, barefoot now as well as in rags, panted homeward over roads where the flints cut her until she bled, and the owls and great moths blundered out of the bushes against her face. To make matters worse, a thunderstorm broke before she had ran half the distance, and she arrived home in a terrible plight, muddy, drenched to the skin, and almost more dead than alive. In one thing only she was fortunate: she had outstripped her sisters, whose coach on the way home lost a wheel—and I have a suspicion that *Cinderella's* godmother had something to do with this misadventure too.







## Willow and the Powerful Book

Willow Clarke went to school on Thursday, and she had a wonderful day. She got to do all of her favorite things, like read books about animals and write stories about fun adventures in unexplored lands. The best part of the day was when her teacher, Mrs. Hutchinson, read her third-grade class a new chapter from a book about a majestic horse. Willow could imagine herself riding through the fields with the wind in her hair. The smell of daisies and freedom permeated Willow's daydreams.

After school, Willow started walking toward the public library. She went to the library every day after school to scour the stacks, mesmerized by every cover. She loved to run her finger along every spine, observing books about scientists, pirates, explorers, and birds. Any book was good to her, as long as she could learn something from it. She had read 187 books that school year already, and it was only December.

When she opened the library door, however, things were different. Willow spotted one book on display that glimmered. Like a magnet, Willow was drawn to it. The shiny and perfect book had a cover that was blue with turquoise swirls and golden diamonds, and the spine was crisp. Willow held the book as if it was a rare and delicate flower. Instead of looking for more books, she brought this one straight to the checkout counter because she wanted to bring this treasure home right away.



When she got to the counter, Willow noticed a new librarian who was wearing a gray sweater buttoned all the way up to her chin. The librarian angrily glared at Willow with dark eyes and a stiff face. To Willow, it didn't seem like she even knew what a smile was.

"You can't check this book out," the librarian said as she quickly snatched it behind the counter.

Willow's heart dropped. No one so menacing had ever worked at the library, so Willow was confused. It felt like time stopped as she tried to figure out what was happening. *I check out books every day, she thought, and I always bring them back in good condition. Could I have done something wrong?*

"I'm sorry, ma'am," she said. "My name is Willow Clark. Do I have a library fine to pay?"

"No," the librarian said curtly. "New books are only for white children," she said. "Your kind can go over there." She pointed to a section of books in the corner with a few books that were dilapidated and ripped. Some didn't even have covers. A sign hung above it that said, "Colored" in thick black writing.

"Don't ask why again," the librarian snarled.

Willow knew that her brown skin meant that she was "colored", but she didn't think that it was a bad thing. She didn't understand why her brown skin meant that she had to have old books that were falling apart.

Willow slowly shuffled over to the corner, even though she didn't really want any of these books. They were dusty and smelled like an ancient tomb. She took two that didn't seem like they would disintegrate if she touched them.

As Willow walked home, she was so mad that she nearly threw the book in the ditch. However, she knew that would only get her in more trouble. She passed a deli and noticed one of those ugly signs in the window that said, "No Coloreds". The walk home felt like 10,000,000 miles through the mud and rain.

When she arrived home, Willow's mom could tell that something was wrong.

"Is everything okay, Willow?" she asked. Willow burst out crying. Between tears, the story exploded out of her. By the end, she felt like she could hardly breathe. Her mom told her that what had happened was not fair or right.

"Always remember, Willow, that you are intelligent, and you do deserve that shimmering book just as much as other children," said her mom.

That night, they ate supper and then watched the news together. The reporter said that something incredible had happened that day. A woman named Rosa Parks was riding the bus and was told to give her seat up to a white person and sit in the back, but she refused to give up her seat, and she was arrested. Rosa declared freedom, justice, and equality for all people.

Freedom, justice, and equality...Willow had never heard these words before, but she liked them. Her mom explained that freedom meant that everyone should be able to do and be what they wanted. Justice meant that laws and rules were fair for everyone. Equality meant that everyone deserved the same opportunities and things, no matter who they were, what they looked like, or where they came from. The words made Willow feel powerful and strong. She knew that if Rosa Parks and her own mom were fighting for these things, Willow wanted to, as well.

The next day after school, just like every other day, Willow went to the public library. She returned her book from the day before to the same terrible librarian. "I bet that you didn't even read it," the librarian snarled.

Willow did not respond. Instead, she marched to the shelf with the beautiful blue and green book. She took it to the counter and confidently stated, "I'd like to check out this book please."

The librarian snickered and said, "Can't you remember anything? That book is not for you."

"This book is for me," said Willow. "Yesterday, Rosa Parks refused to give up her seat on the bus, and today, I refuse to give up this book. This is a public library for all people, and I have the freedom to be here, read, and learn just as much as anyone else."

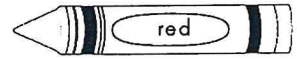
Without waiting for the librarian to respond, Willow took the book from the counter, and she proudly walked all the way home.



### Characters, Setting, & Events

Answer the following questions. Underline the text evidence in the color indicated.

1. What do Willow's actions show about her?



- a. Willow is friendly.
- b. Willow is cautious.
- c. Willow is determined.
- d. Willow is sympathetic.

What detail from the story helped you answer the question above?

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2. Read this sentence from the story.



"Willow noticed a new librarian who was wearing a gray sweater buttoned all the way up to her chin. The librarian angrily glared at Willow with dark eyes and a stiff face."

What does this sentence show you about the librarian?

- a. The librarian is supportive.
- b. The librarian is thoughtful.
- c. The librarian is judgmental.
- d. The librarian is understanding.

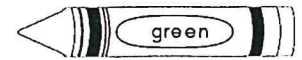
3. Which statement **best** compares the two main settings of the story?



- a. The library is inspiring, and Willow's home is ordinary.
- b. The library is vast, and Willow's home is comfortable.
- c. The library is welcoming, and Willow's home is boring.
- d. The library is unhospitable, and Willow's home is welcoming.

## Characters, Setting, & Events

4. Explain how the time period of this story contributes to the plot.



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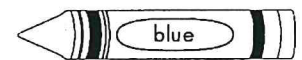
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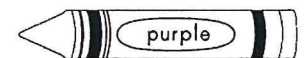
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5. How is Willow's problem similar to Rosa Parks?



- a. Both Willow and Rosa Parks are treated unfairly by a librarian.
- b. Both Willow and Rosa Parks are not allowed to ride in the front of the bus.
- c. Both Willow and Rosa Parks are not allowed to check out books at the library.
- d. Both Willow and Rosa Parks are being discriminated against because of the color of their skin.

6. Describe two events that lead up to Willow standing up to the librarian. Use at least two details from the story to support your answer.



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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# 5-A-Day Language Review: Week 35

Monday

- ① First identify if the following sentence is a **simile** or a **metaphor**: ☐ simile ☐ metaphor  
Then underline the two objects that are being compared to each other.

He looked as proud as a peacock while holding his trophy

- ② Find the origin and meaning of the **idiom**. Then use it in a sentence. "a dime a dozen"

Origin: \_\_\_\_\_

Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

- ③ **unattractive** ➡ prefix: \_\_\_\_\_ base or root: \_\_\_\_\_ suffix: \_\_\_\_\_

- ④ Circle the **misspelled** word and write it correctly in the space below.

thirsty cyclone afraid

- ⑤ Choose the **synonym** for: amazing peculiar astounding different ordinary

Tuesday

- ① Select the correct **verb tense**. Then identify if the correct **verb tense** is **past perfect**, **present perfect**, or **future perfect**.

Last year, Robert \_\_\_\_\_ a surprise birthday party for me.

had planned      has planned      will have planned

- ② Circle the incorrect **verb** or **verb phrase**. Rewrite the sentence using the correct **verb tense**.

Next time, the students would have walked with their class so they don't get lost.

- ③ Choose a matching **analogy**. **arm : body**

a) head : neck      b) page : book      c) cub : bear      d) pickle : mustard

- ④ Use the correct **capitalization**, **underlining/italics**, or **quotation marks** for the following **title**.

confusion in the market place (chapter of a book)

- ⑤ Add the correct **affix/affixes** to complete the sentence.

I wish I had the super power of \_\_\_\_\_. (visible)





Name: \_\_\_\_\_ Date: \_\_\_\_\_

# 5-A-Day Language Review: Week 35

## Wednesday

- ① Circle the **definition** that matches the word used in the sentence below.

**fare**

1. n. Money paid for a trip taken by bus, train, or plane
2. n. Food and drink
3. v. to get along

I wonder how my cousin will fare on the mountain climbing trip?

- ② Add **commas** where needed to the text below.

No she does not play on the lacrosse team.

- ③ Circle the **conjunction** in the sentence and identify if it is “**coordinating**” or “**subordinating**.”

While you were at the party, I was home cleaning the mess you made.

**C** **S**

- ④ Using your **pronunciation key**, circle the word that rhymes with the bolded word.

**abuse** ə-’büz

deduce

confuse

pursue

induce

- ⑤ What does the following **adage** or **proverb** mean?

“You can lead a horse to water, but you can’t make it drink.”

\_\_\_\_\_

\_\_\_\_\_

## Thursday

- ① Combine the two sentences with the appropriate **correlative conjunctions**.

**both...and • either...or • neither...nor • not only...but (also) • whether...or**

I am not sure if I will go to the beach.

I am not sure if I will go to the mall.

\_\_\_\_\_

\_\_\_\_\_

- ② Circle the **preposition(s)** and cross out the **prepositional phrase(s)**. Underline the **subject** once and the **verb phrase** twice.

The baby snuggles among the blankets in her crib.

- ③ List five words that contain the **Greek** or **Latin root/affix**.

**chron** - time

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- ④ Persephone’s mother, Demeter, was the goddess of the Earth’s fertility and agriculture. As she wandered the Earth in search of her daughter, she neglected her duties, and the Earth grew barren and **desolate**. Once all the plants died, the landscape began to look like the moon.

**desolate** means: \_\_\_\_\_

- ⑤ Choose the **antonym** for: obedient      docile      rebellious      dutiful      feverish

**Sample Items 6–9**

Read the article and answer questions 6 through 9.

**Are You Ready for a Pet?**

- 1 There are many factors to consider when adding a pet to your family. First, you need to be sure that you are able to care for the animal for life. Many people think they want a pet, but they don't realize the work it takes. Puppies, for instance, need lots of attention. They need activities to burn off extra energy. They also need training.
- 2 It is not fair to bring an animal into your home only to ignore it or fail to take care of it. Like humans, animals require not only food and shelter but also love and attention. Owners will also need to pay for various expenses. Pets need regular visits to their doctors. They need special food, the cost of which ranges from reasonable to pricy. Collars and leashes are important too. Some pets need training. Make sure that your budget can stretch to meet the needs of a pet.
- 3 When you are confident that you want a pet and are able to care for it forever, you must choose an animal whose needs work with your lifestyle. For instance, someone who is away from home all day and unable to let a dog outside might want to consider a cat, turtle, or bird. Similarly, if you don't have time to walk your pet, opt for a smaller breed of dog. Often, they do not require as much activity as large dogs. Bored dogs develop undesirable habits like chewing shoes and destroying furniture.
- 4 Pets are not the only ones who benefit from living with humans. Research shows that just interacting with their pets can make people happier and healthier. Petting a dog provides unexpected benefits. For example, it can improve a person's ability to resist disease. It can also lower high blood pressure. There are even some chemical benefits, including lowered stress. Of course, pets also tend to make their owners feel happier.
- 5 Consider adopting from an animal shelter. So many animals have been abandoned and neglected and need a forever home. Many of these pets are turned over to shelters because their families can no longer afford them. Some are left behind when their families move to housing that does not allow pets. Some families simply don't want the responsibility of a pet anymore.
- 6 Animal shelters have pets of all ages and needs. This means there is an ideal animal for every home. If you don't have time to train a puppy, you might prefer an adult or senior dog. Some breeds have excess energy and need to run. Others prefer to sit in your lap and relax.
- 7 There are several factors to consider before adding a pet to your family. Remember that pets need as much love and care as any other family member. Be sure you are able to provide these needs before inviting an animal into your home.

**Item 6**

**Selected-Response**

**Which sentences BEST state two main ideas of the article?**

- A. It is important to consider the different responsibilities of pet ownership before getting a pet. Owning a pet can be positive for both the owners and the pets.
- B. Busy families should consider cats or other animals that do not need much care. Sometimes bored dogs develop bad habits and destroy household items.
- C. Animal shelters provide a range of animals to choose from. Animals are left at shelters for various reasons, such as owners moving or no longer being able to care for their pets.
- D. Pets can help lower human stress levels. There is research showing that pet ownership can have a number of other health benefits as well.

**Item 7**

**Selected-Response**

**Based on paragraph 2, what is the meaning of *various*?**

Owners will also need to pay for various expenses.

- A. large
- B. many
- C. unnecessary
- D. unplanned

Use details from the article to support your answer. Write your answer on the lines on your answer document.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is a vertical margin line on the left side, creating a narrow left margin. The paper appears to be from a notebook or a standard ruled sheet of paper.



### Constructed-Response

### How can pet ownership affect the health of a pet owner?

Use details from the article to support your answer. Write your answer on the lines on your answer document.

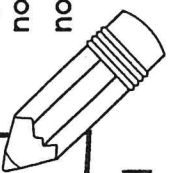
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is a vertical margin line on the left side, creating a narrow left margin. The paper appears to be from a notebook or a standard ruled document.

# Vampire Bats

Can you imagine living on blood? If you were a vampire bat, that is exactly what you would do! Vampire bats are the only mammals that must drink blood to live.

Although there are more than 1,200 kinds of bats, only three kinds are vampire bats. The white-winged and the hairy-legged vampire bat feed on birds. The common vampire bat feasts on larger mammals such as cows, pigs, and horses. Vampire bats almost never try to feed on human blood.

Unlike most other kinds of bats, vampire bats can easily crawl, jump, and even run along the ground. They feed on just one animal each night. Vampire bats cannot go more than two days without a meal. Fortunately, vampire bats are not opposed to sharing. A female bat will often throw up blood to share with bats in her colony who were unable to find fresh blood of their own.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Show What You Know

TEXT  
TIME 8

1. Which of these is the main idea of the second paragraph?

- a) Hairy legged bats feed on birds.
- b) There are three kinds of vampire bats.
- c) There are more than 1,200 different kinds of bats.
- d) Common vampire bats feed on large mammals.

2. How do vampire bats sometimes help each other?

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3. What does the word colony mean? \_\_\_\_\_

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4. What does the dark area on the map show?

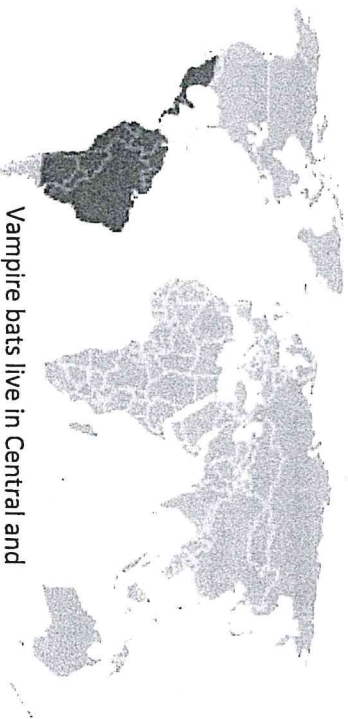
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Vampire bats live in Central and South America. They live in groups called colonies.



◆◆ IT: main idea, vocabulary, interpreting an illustration

## We are NOT Scary!

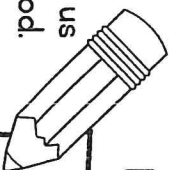
Why are you humans so afraid of us vampire bats? Yeah, I know, we drink blood. But you know what? It's really not that big a deal and it's not like we can help it. We need blood to survive. We can't live more than two days without it. If you ask me, we are actually way less scary than most other kinds of bats and I will tell you why.

Most bats eat insects. Imagine some poor little moth flying around at night, just minding his own business when suddenly, CHOMP! He's eaten by a hungry bat. Just like that, his life is over. Kaput. End of story. And one bat can eat up to 1,000 insects in an hour! That's a lot of little insect lives.

Now think about us vampire bats. Common vampire bats like me feed on bigger animals like cows, horses, and donkeys. We only need about a teaspoon or two of blood at a time. A big animal like that won't even miss it. Not only that, they don't even feel it. We feed while they are sleeping and they almost never wake up. We almost never feed from humans. Your blood tastes terrible!

So, now tell me, who is scarier, the bat that kills thousands of bugs each and every night or us vampire bats that don't kill anything at all? I think the answer is pretty obvious. Clearly, us vampire bats have gotten a bad rap.

◆◆ L: inference, figurative language, author's purpose



Name \_\_\_\_\_ Date \_\_\_\_\_

### Show What You Know

TEXT  
TIME 7

1. Who is the narrator of this story? \_\_\_\_\_  
How do you know? \_\_\_\_\_

2. Find two examples of figurative language in the second paragraph to fill in this chart.

Type	Text	Meaning

3. Why does the narrator say that vampire bats are less scary than most other kinds of bats?

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4. What is the author's purpose?

a) to persuade      b) to inform      c) to entertain

Use evidence from the text to support your answer:

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---

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Name \_\_\_\_\_

Present Tense

- A verb in the **present tense** tells what is happening now.
- To form present-tense singular verbs, add -s to most verbs.  
Add -es to verbs that end in s, ss, *ch*, *sh*, *x*, or *z*.
- If a verb ends with a consonant and *y*, change the *y* to *i* before adding -es.

Read each sentence. Change the underlined verb in the sentence to the correct form of the present tense.

1. Esther Morris tryes to change the law. \_\_\_\_\_
2. Colonel William Bright agree with Esther. \_\_\_\_\_
3. Benjamin Sheeks postpone the discussion until the Fourth of July.  
\_\_\_\_\_
4. Mr. Sheeks wishes he didn't misbehave in court. \_\_\_\_\_
5. Colonel Bright finished his career in Washington, D.C. \_\_\_\_\_
6. The professor pile the stones in South Pass City. \_\_\_\_\_
7. She rememberes what happened in South Pass City. \_\_\_\_\_
8. The Secretary of State announce a change to the Constitution.  
\_\_\_\_\_
9. Time pass before the United States Constitution changes.  
\_\_\_\_\_
10. Wyoming give women the right to vote before any other state.  
\_\_\_\_\_





Name \_\_\_\_\_

- A verb in the **past tense** tells about an action that already happened.
- If a verb ends in *e*, drop the *e* before adding *-ed*.
- If a verb ends in one vowel and one consonant, double the consonant before adding *-ed*.
- If a verb ends in a consonant and *y*, change *y* to *i* before adding *-ed*.
- A verb in the **future tense** tells about an action that is going to happen. To write about the future, use the word *will* in front of the verb.

collect

change

remember

invite

pass

gain

serve

vote

Complete each sentence with the past tense of one of the verbs in the box above.

1. Both men and women \_\_\_\_\_ in elections.
2. Women in Wyoming \_\_\_\_\_ the right to vote.
3. She \_\_\_\_\_ stones to build a memorial.
4. The government \_\_\_\_\_ the Constitution.

Complete each sentence with the future tense of one of the verbs in the box above.

5. Much time \_\_\_\_\_ before the Constitution changes again.
6. Many people \_\_\_\_\_ Esther Morris forever.
7. The mayor of South Pass City \_\_\_\_\_ the citizens to a dedication ceremony.
8. Esther Morris \_\_\_\_\_ as a judge in South Pass City.



Name\_\_\_\_\_



Name \_\_\_\_\_

Review: Verb Tenses

- A verb in the **present tense** tells what is happening now.
- To form present-tense singular verbs, add -s to most verbs. Add -es to verbs that end in *s*, *ss*, *ch*, *sh*, *x*, or *z*.
- If a verb ends with a consonant and *y*, change the *y* to *i* before adding -es.
- A verb in the **past tense** tells about an action that already happened. Add -ed to most verbs to show past tense.
- A verb in the **future tense** tells about an action that is going to happen. To write about the future, use the verb *will*.

**Rewrite the sentences. Spell all the verbs correctly.**

1. Everybody worryes about their rights.

\_\_\_\_\_

2. Nobody will forgett the day that Esther Morris came to Wyoming.

\_\_\_\_\_

3. Mr. Sheeks argueed against allowing women to vote.

\_\_\_\_\_

4. The professor invitd the inhabitants of South Pass City to the ceremony.

\_\_\_\_\_

5. Esther Morris tryed very hard to be a fair judge.

\_\_\_\_\_

6. She singes as she pass by the courthouse.

\_\_\_\_\_

7. In 1920, all women gaineded the right to vote.

\_\_\_\_\_

8. Nineteen people will attends the dedication ceremony.

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

- A **preposition** comes before a noun or pronoun and relates that noun or pronoun to another word in the sentence.
- Common prepositions are *about, above, across, after, at, behind, down, for, from, in, near, of, on, over, to, and with*.

**Read each sentence. Underline the prepositions. There may be more than one preposition in each sentence.**

1. The balloon flew above the village.
2. Jean-Pierre Blanchard floated over the English Channel.
3. A duck, a rooster, and a sheep rode in the basket of the balloon.
4. The balloon rose to a height of one hundred feet.
5. They floated in a new direction.
6. Weather balloons give us information about the atmosphere.
7. Buoyancy keeps balloons in the air.
8. Bertrand Piccard stayed in a balloon for 20 days.
9. The balloon dropped gently from the sky.
10. The balloon landed in a forest behind a field.





Name \_\_\_\_\_

- A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun.
- A prepositional phrase makes a connection between two nouns or pronouns in a sentence.
- The **object** of a preposition is the noun or pronoun that follows the preposition.

**Underline the preposition in each sentence. Circle the object of the preposition.**

1. Jacques Charles learned about hydrogen.
2. They waved from the balloon.
3. Balloonists cannot be afraid of heights.
4. François Pilâtre De Rozier anchored his balloon with a tether.
5. The first human passenger flew over Paris.

**Complete each sentence with a prepositional phrase.**

6. The wind was strong \_\_\_\_\_ that they left.
7. There were 25 members \_\_\_\_\_.
8. A duck, a rooster, and a sheep rode \_\_\_\_\_.
9. \_\_\_\_\_, the balloonists prepared to launch.
10. The balloons \_\_\_\_\_ were a beautiful sight.



Name \_\_\_\_\_

- A prepositional phrase may come at the beginning of a sentence. A prepositional phrase that begins a sentence is also called an **introductory phrase**.
- If a prepositional phrase that begins a sentence is four or more words, place a comma after the phrase.

**Read the following two paragraphs. Place commas where they are needed.**

In the year 1783 scientific progress met old-fashioned beliefs. On an otherwise normal day a group of French villagers got quite a surprise. Down from the sky a strange creature slowly floated. With pitchforks and other farm tools the villagers struck the creature. Under this furious attack the creature finally stopped moving.

To the eighteenth-century villagers the object from the sky looked like a monster. At the time of the monster's visit very few people had ever seen a balloon. From his science studies Professor Jacques A. C. Charles had learned that a newly discovered gas called hydrogen weighed less than air. When he filled a sack with this gas, the sack floated into the air. From the heart of Paris Charles had released his balloon and then watched as it floated away. In their attack the villagers destroyed the first hydrogen balloon.



Name \_\_\_\_\_

Proofreading

**Read the paragraph below. Rewrite the paragraph correctly on the lines provided. Be sure to add commas where needed and to remove incorrect commas. Replace any prepositions that are used incorrectly.**

From her balloon perch Cynthia looked at the world laid out beneath her. As she passed in the balloon the trees reached from her as though to tickle the balloon basket. The lakes and rivers sparkled and winked on the sun. The green above the grass looked brighter than Cynthia had ever thought it could. With a sigh to contentment she wished that she could stay about her balloon, forever.

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## Day 1

The worst environmental disaster in American history happened between 1930-1940. It was known as the Dust Bowl. The Dust Bowl affected parts of Colorado, New Mexico, Texas, Oklahoma and Kansas. Settlers migrated to the Great Plains as a result of federal land acts. These acts encouraged people to move to those areas. The Homestead Act of 1862 gave 160 acres of land to those willing to live there. Farmers eagerly moved to the Plains to take advantage of the free land. The Plains area was prime property for raising cattle and planting crops such as wheat. Wheat prices had increased before the Great Depression. This caused a demand for more wheat. Farmers were more than happy to meet those demands. Millions of acres of grassland were plowed under to prepare for wheat crops.

1. What does migrated mean?
  - a. relied
  - b. moved
  - c. heard
2. What does prime mean?
  - a. unwell
  - b. average
  - c. excellent
3. Underline the clues that helped you determine the answers to 1 & 2.
4. What inference can be made about today's passage?
  - a. Many people were motivated by the idea of free land.
  - b. Most people were not interested in getting free land.
  - c. Very few people wanted to move to the Great Plains.

## Day 2

The Great Depression was a worldwide time of economic troubles. Many people lost their jobs and couldn't afford to buy things they normally could. When the Great Depression hit, wheat prices plunged. Farmers plowed more land to make up for the loss of income. The topsoil of the land was overworked and stripped away. Farmers also relied on dryland farming. This is a farming method used in areas that have little rainfall. Farmers tap into the moisture left in the soil to grow crops. Dryland farming only added to the soil damage in the Plains. The land was exposed to wind erosion. What was left of the lush Plains was now mostly dry land. The land could no longer support the crops that were planted on it.

1. What does plunged mean?
  - a. rose
  - b. fell
  - c. maintained
2. What does lush mean?
  - a. empty
  - b. green
  - c. built
3. Underline the clues that helped you determine the answers to 1 & 2.
4. What inference can be made about today's passage?
  - a. Farmers were careful to avoid harming the land.
  - b. Farmers didn't realize the harm they were causing.
  - c. It rained quite frequently on the Plains.



## Day 3

In 1931, farmers faced more devastation. A long drought began. It was the worst drought in U.S. history and lasted for over eight years. The Southern Plains resembled a desert. Strong winds created big dust storms. Dust from the storms choked livestock and people. The storms were called black blizzards because they formed a black cloud over the land. By 1932, the dust storms had become worse. Those living in the Plains had no relief from the constant barrage of dirt and wind. Massive drifts of dirt buried barns and houses. Dirt seeped through cracks in walls. People had to wear masks to keep from breathing it in. The dry air also caused a buildup of static electricity in the air. It was so powerful that touching metal could send a shock strong enough to knock someone to the ground.

1. What does barrage mean?
  - a. blast
  - b. trickle
  - c. build
2. What does seeped mean?
  - a. escaped
  - b. came in
  - c. blew around
3. Underline the clues that helped you determine the answers to 1 & 2.
4. What is the main idea of today's passage?
  - a. A drought was devastating for farmers in 1931.
  - b. A drought caused terrible dust storms for farmers on the Southern Plains.
  - c. People had to wear face masks for protection from the dust storms.

## Day 4

The storms generated dust clouds so dense they blocked sunlight, sometimes for days at a time. One dust storm in 1934 was two miles high and spread as far as 2,000 miles away. People in New York claimed that they couldn't see the Statue of Liberty because the dust cloud was so thick! Things only became worse. Another major dust storm hit in April of 1935. Starting in Oklahoma and spreading eastward, the storm was so horrific that it was called Black Sunday. The Black Sunday storm lifted over three million tons of topsoil from the Southern Plains. It dispersed dirt across hundreds of miles. After Black Sunday, a news report began calling the drought-stricken area the Dust Bowl.

1. What does generated mean?
  - a. prevented
  - b. reversed
  - c. created
2. What does dispersed mean?
  - a. focused
  - b. spread
  - c. weakened
3. Underline the clues that helped you determine the answers to 1 & 2.
4. What inference can be made about dust storms?
  - a. It was difficult for people to stay inside during dust storms.
  - b. It was difficult for people to go outside during dust storms.
  - c. Dust storms only hit small areas of the Great Plains.

## Day 5

Hundreds of thousands of Americans were left without homes because of the Dust Bowl. Crop failures caused widespread shortages of food. Many people moved out of the Great Plains area because of the disaster. The federal government stepped in to help. President Franklin D. Roosevelt formed the "New Deal" plan. As part of the plan, the Drought Relief Service (DRS) was formed in 1935. The government purchased cattle from farmers. The cattle was then processed and given to needy families.

The drought continued through 1938. Efforts were put in place to protect the land. Trees and bushes were planted to restore the land and limit dust storms. President Roosevelt knew the importance of safeguarding the land. In 1933, he established several agencies to protect natural lands. One of these agencies hired young men to plant trees and build parks. Another agency worked with farmers to prevent soil erosion.

The rains ultimately returned to the Southern Plains in 1939. It took many more years before the land fully recovered. People who had lived through the Dust Bowl would never forget it. But Americans had learned a valuable lesson about the importance of land preservation. They also created more responsible farming practices. The Dust Bowl experience would forever remind Americans of the importance of natural resources.

1. What does safeguarding mean?

- a. raising
- b. risking
- c. protecting

2. What does ultimately mean?

- a. finally
- b. primarily
- c. considerably

3. Underline the word or words that helped you determine the answers to 1 & 2.

4. Write a summary of today's passage.

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## Using Commas With Coordinating Conjunctions

Name: \_\_\_\_\_

**Coordinating conjunctions** join two independent clauses to make a compound sentence. Use a comma between the first independent clause and the coordinating conjunction. **Example:** *My brother likes the mountains, but I like the beach.*

To help you remember the coordinating conjunctions, think of the words "FAN BOYS".



**For And Nor But Or Yet So**



**Combine the sentences using a comma and a coordinating conjunction.**

1. I don't want to argue with you. I don't want to give in.

2. She had a lot of friends. She was a friendly girl.

3. I had a cute puppy. I lost him.

4. He studied for the test. He got a good grade.

5. Jim can boil eggs. Sally can make toast.

6. We can go to Disneyland. We can go to Sea World.

7. Dan moved to Michigan. He moved home again.

8. They didn't want to be late. They hurried.

9. Jill runs a mile every day. She swims on Fridays.

10. You can choose vanilla ice cream. You can choose chocolate.



Name: \_\_\_\_\_



## Commas in a Series



A series is a list of items in a sentence. Example:

I had eggs, toast, and fruit for breakfast.

Generally, a comma follows each item on the list before the conjunction. The conjunction is and in the example above.

Below are sets of sentences. Turn each set into one sentence with a series. Add commas where they are needed.

- 1) John's shirt was blue. It was also green. It also had white on it.

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- 2) We bought milk at the store. We also bought grapes. We also bought peanut butter.

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- 3) One of her cats is named Sparky. Another is named Fluffy. There is one named Pete.

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- 4) They went to the library after school. Then they went to the park. After that they went to the store.

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- 5) Ginny had four favorite sports. She likes tennis. She likes gymnastics. She likes swimming. She also likes soccer.

---

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Name: \_\_\_\_\_

## Commas and Direct Address

A direct address is when the person speaking uses the name or a nickname for the person they are speaking to.

Example:

“What time do you want to go to the game, Felix?”

The name in the direct address is always set apart from the rest of the sentence by a comma or commas. If the name is at the end, as in the example above, the comma

goes before the name. If the name is at the beginning of the sentence, the comma goes after the name. If the name is in the middle of the sentence, the name has a comma before and after.

Examples:

“Felix, what time do you want to go to the game?”

“What time, Felix, do you want to go to the game?”

### Part I.

Rewrite each sentence below as a direct address. Remember to add the quotation marks and the commas where needed.

1. Thad you were elected captain of the team!

\_\_\_\_\_

2. It is important Chelsea that you always wash your hands.

\_\_\_\_\_

3. Can you help me sir?

\_\_\_\_\_

4. Have a happy birthday Mom.

\_\_\_\_\_

5. You're a great speller Winston so you might win the spelling bee.

\_\_\_\_\_

### Part II.

Write three original sentences, each with a direct address.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



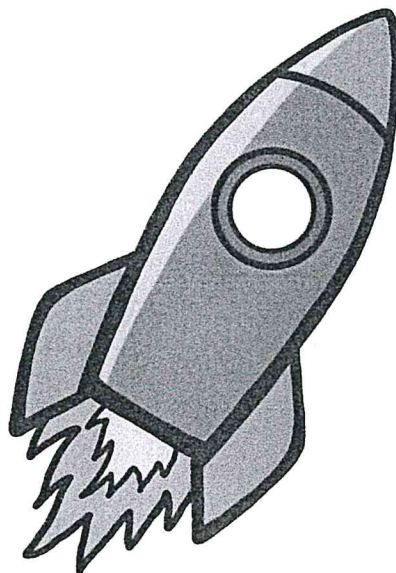
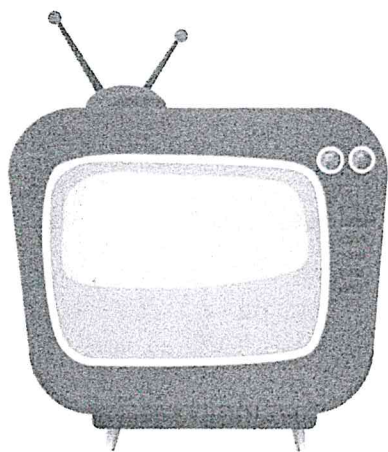
Name: \_\_\_\_\_

Date: \_\_\_\_\_

# television & space exploration

Innovation and new technology was starting to become popular in the 1950s in the United States. One of the most popular products was the television. In 1950, there were about 3 million TVs in the U.S., but by 1959, there were 55 million TVs. The price of televisions dropped drastically, making them more affordable to consumers. The advantage of a television over the radio was that people could see and hear, not just hear. People were now able to watch the news and entertainment. Companies also took advantage of the TVs by advertising products through visual commercials. In addition to advertisements and entertainment, elections were also televised. Some of the first events witnessed on televisions were the Civil Rights Movement, the Vietnam War, and the presidential elections. People were able to watch news around the world and develop deeper opinions through visual aids.

The core of competition between the Soviet Union and the United States in the Cold War was technology. Both countries were competing and developing technology on all fronts. The main competition was a space race. The two superpowers were in a race to put a man on the moon. Rockets were pushed forward through changing and growing technology. Rockets were able to better navigate and overcome the gravitational pull from the Earth. The Soviet Union was the first country to launch a man to space. The Soviet Union did well launching people to space, but the United States won the race to be the first to put a man on the moon. Neil Armstrong and Buzz Aldrin were the first men on the moon on July 20th, 1969. The moon landing was widely publicized and watched on Americans' televisions all across the nation.





Name: \_\_\_\_\_

Date: \_\_\_\_\_

# television & space exploration

**DIRECTIONS: MATCH THE VOCABULARY TERM TO ITS DEFINITION.**

## Definitions

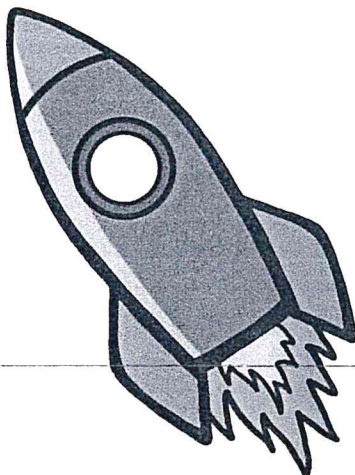
1. \_\_\_\_\_ machinery and innovation developed for a purpose
2. \_\_\_\_\_ a person who purchases goods or services
3. \_\_\_\_\_ a force pulling two things together
4. \_\_\_\_\_ to set in motion
5. \_\_\_\_\_ a message to sell a product or service
6. \_\_\_\_\_ a vehicle that can be propelled a great distance; in this case, past Earth's gravitational pull
7. \_\_\_\_\_ a new method, idea, or product

## Vocabulary

- a. rocket
- b. technology
- c. gravitational pull
- d. launch
- e. consumer
- f. innovation
- g. advertisement

**DIRECTIONS: CIRCLE THE BEST ANSWER CHOICE BASED ON THE PASSAGE.**

1. The price of televisions \_\_\_\_\_, making them more affordable.
  - a. rose
  - b. dropped
  - c. stayed the same
  - d. increased
2. The TV brought which advantage?
  - a. people could hear AND see news
  - b. companies could advertise with visual commercials
  - c. citizens could watch elections and current events
  - d. all of the above
3. The core competition in technology innovation during the Cold War was between the U.S. and \_\_\_\_\_.
  - a. France
  - b. The United Kingdom
  - c. The Soviet Union
  - d. Cuba
4. Which country was first to launch a man into space?
  - a. The Soviet Union
  - b. The United States
5. Which country was first to land a man on the moon?
  - a. The Soviet Union
  - b. The United States

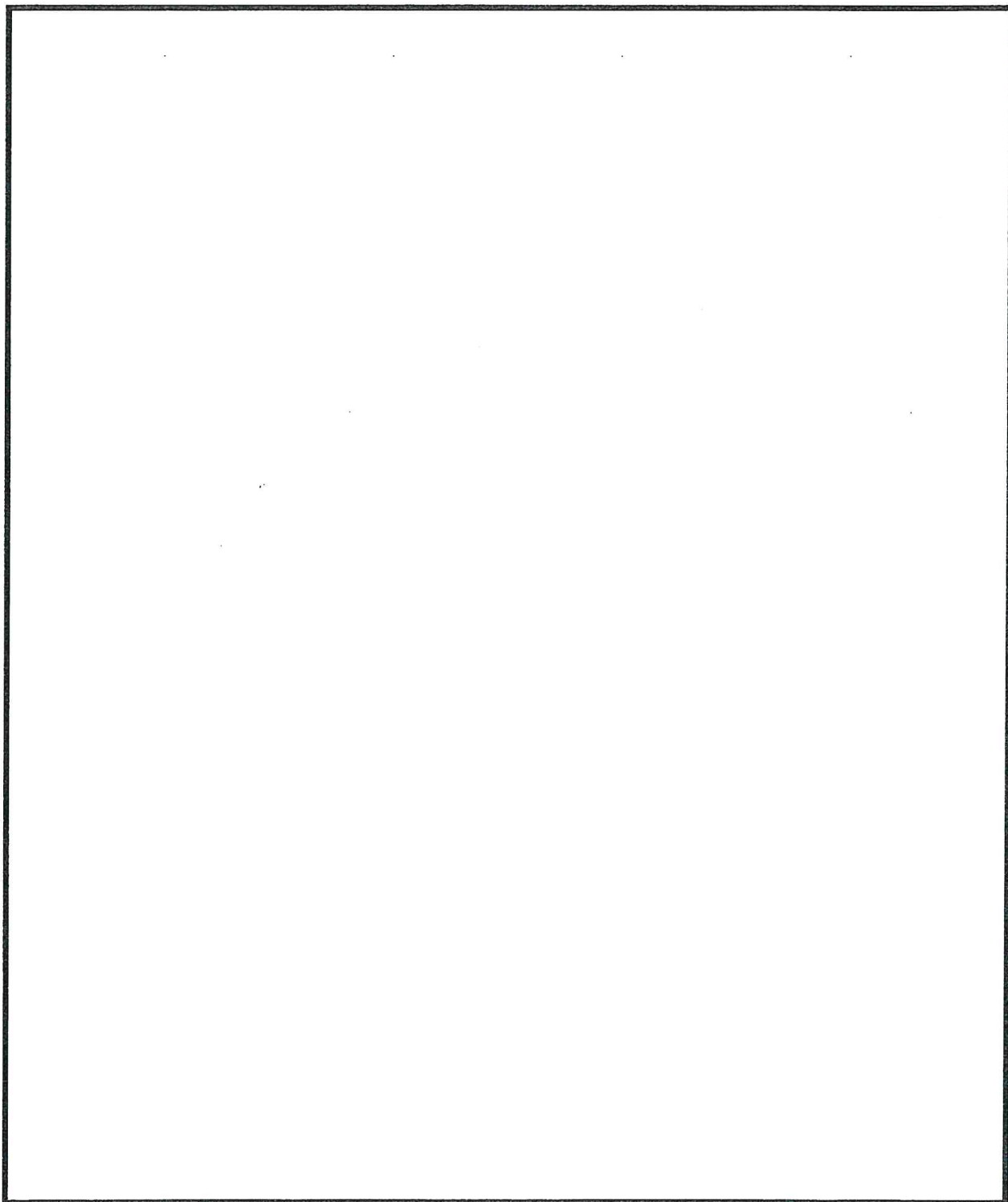


Name: \_\_\_\_\_

Date: \_\_\_\_\_

# "space race" campaign poster

DIRECTIONS: CONSTRUCT A CAMPAIGN POSTER TO SUPPORT THE UNITED STATES IN WINNING THE SPACE RACE AGAINST THE SOVIET UNION.





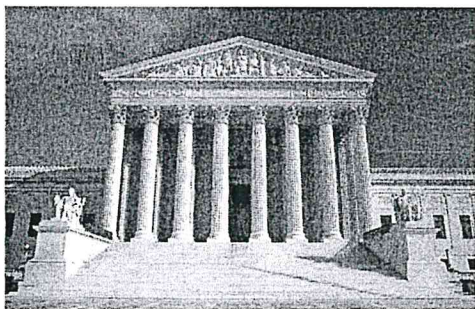
Name \_\_\_\_\_ Date \_\_\_\_\_

## The Biography of Thurgood Marshall

Thurgood Marshall was born in Baltimore, Maryland on July 2, 1908. He was a very smart student, but was often in trouble for misbehaving. Once, as punishment, Thurgood had to memorize the **U.S. Constitution** for acting out in class. Many believe the Constitution and being on the debate team is what inspired Thurgood to become a lawyer.

After marrying Vivien Burey in 1929, Thurgood tried to attend the University of Maryland to complete law school. However, the University of Maryland refused to allow him to attend because he was an African American. Marshall was able to attend Howard University and become a lawyer. As a lawyer, Thurgood took on many **civil rights** cases. He fought against so many **segregation** laws in the south he earned the nickname "Mr. Civil Rights."

Thurgood Marshall's most famous case began in 1954 and is known as *Brown vs. Board of Education*. Thurgood argued the case before the



The United States Supreme Court building is located in Washington D.C. Thurgood Marshall worked here on the Supreme Court for 24 years.

Supreme Court. At this time, many schools were segregated because many states believed segregation was legal as long as the education provided was equal.

However, in most cases African American students and their schools were nothing like the schools of white students.

Thurgood Marshall argued that separate schools could not be equal. Through a lot of hard work and diligence, Thurgood Marshall won the case. The Supreme Court ruled that there can be no segregation in schools. This positively

changed the lives of many Americans.

In 1967, Thurgood was appointed to the Supreme Court by President Lyndon B. Johnson. He was the first African American Supreme Court Justice. Thurgood served on the Supreme Court until 1991 when he retired. Marshall died two years later. He is remembered for bravely fighting for **justice** and equality.

### Glossary

**civil rights** – the basic freedoms every person should have

**justice** – equal and fair treatment

**segregation** – separating people based on their race

**U.S. Constitution** – the plan for America's government



Name \_\_\_\_\_ Date \_\_\_\_\_

## Thank You Thurgood

August 4, 1955

Dear Mr. Marshall,

My family and I have been following your fight in the Brown vs. Board of Education case. Thank you for fighting not just for civil rights but for fighting for me also. This year I will go to a new school filled with children of all colors. Before, I went to a small old school. Our books were old, and we had almost no other supplies. There were many days when the lights were not working. We would often see mice in our halls. They said it was separate but still equal. It was not! Now, I know why they call you "Mr. Civil Rights."

Without your diligence, I would not be able to receive this education. Someday, I hope to be a lawyer like you.

Sincerely,

Rebecca Matthews

Name \_\_\_\_\_ Date \_\_\_\_\_

## Checking Your Understanding

**Directions:** Use the information in the two passages "The Biography of Thurgood Marshall" and "Thank You Thurgood" to answer the following questions.

1. Which of the following choices is information that is NOT included in both passages?
  - a. Thurgood Marshall earned the nickname "Mr. Civil Rights."
  - b. Thurgood Marshall fought to end segregation in schools during the case of Brown vs. Board of Education.
  - c. Thurgood Marshall was born in Baltimore, Maryland.
  - d. Thurgood Marshall worked diligently to fight for civil rights.
2. Using the information from "The Biography of Thurgood Marshall" what were segregation laws?
  - a. Laws that separated people because of their different races.
  - b. Laws that lawyers made for the Supreme Court.
  - c. A punishment for misbehaving and having to memorize the U.S. Constitution.
  - d. Laws that allowed all people to attend the same schools.
3. Where did Thurgood Marshall work when he was a justice on the Supreme Court?
  - a. Baltimore, Maryland
  - b. New York City
  - c. Washington D.C.
  - d. Atlanta, Georgia
4. Using information from both passages, when was Rebecca Matthews' letter most likely written?
  - a. Before Thurgood Marshall won the Brown vs. Board of Education case.
  - b. After Thurgood Marshall was a justice for the U.S. Supreme Court.
  - c. Before Thurgood Marshall went to Howard University.
  - d. After Thurgood Marshall won the Brown vs. Board of Education case.
5. Which of the following is NOT an example of why Rebecca Matthews said her school was separate but not equal?
  - a. Her school had old books and almost no other supplies.
  - b. Students would often see mice inside the hallways of their school.
  - c. The schools did not have enough teachers for all of the students.
  - d. There would be times when the lights would not work at her school.

6. Which of the following reasons BEST describes why Thurgood Marshall earned the nickname "Mr. Civil Rights"?

- a. Thurgood Marshall changed his name to Mr. Civil Rights after being teased in school.
- b. Thurgood Marshall fought for civil rights for almost his entire life and worked hard to help end segregation.
- c. Thurgood Marshall was the first African American to be a justice on the Supreme Court.
- d. Thurgood Marshall believed in segregation and fought to keep segregation laws.

7. Which of the following choices is NOT a hardship or obstacle Thurgood Marshall faced in his lifetime?

- a. He was often in trouble at school and was punished by his teachers.
- b. He was unable to attend the college he wanted to in order to become a lawyer, because the University of Maryland did not allow African American students.
- c. He lived during a time when there were many segregation laws in America.
- d. He retired from the Supreme Court in 1991 after working as a justice.

8. What is the main idea of "The Biography of Thurgood Marshall"?

- a. Thurgood Marshall fought for civil rights as a lawyer and justice on the Supreme Court.
- b. Thurgood Marshall was inspired to become a lawyer after reading the Constitution and being a member of the debate team.
- c. Rebecca Matthews wrote a letter to Thurgood Marshall because he helped her.
- d. Thurgood Marshall was the first African American on the Supreme Court.

9. If the author of "The Biography of Thurgood Marshall" wanted to add information about Thurgood Marshall's mother and father, what would be the BEST paragraph for this information?

- a. paragraph 1
- b. paragraph 2
- c. paragraph 3
- d. paragraph 4

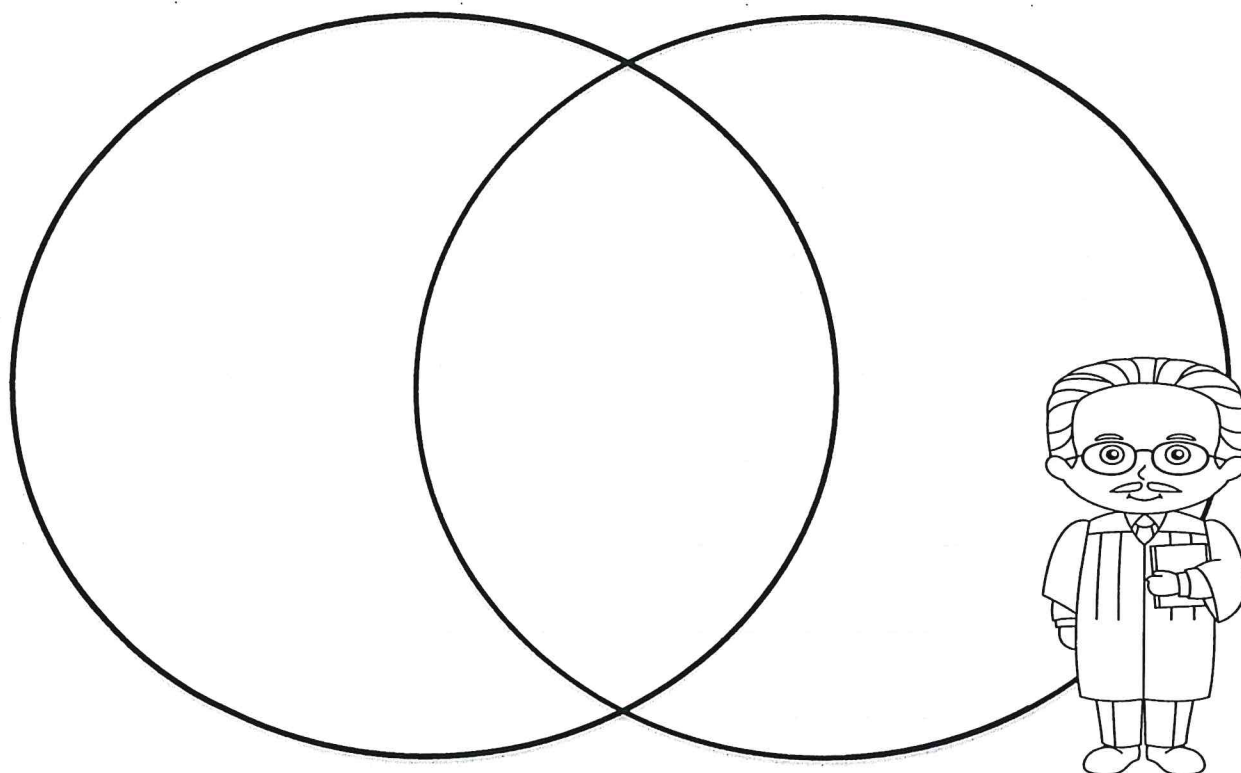
10. Why did Rebecca Matthews most likely write her letter?

- a. To ask for Thurgood Marshall's help.
- b. To thank Thurgood Marshall for helping her.
- c. To complain about her old school.
- d. To tell Thurgood Marshall she was proud of him for being a justice on the Supreme Court.

Name \_\_\_\_\_ Date \_\_\_\_\_

## The Biography of Thurgood Marshall and Thank You Thurgood Compare and Contrast

**Directions:** Use the information in the two passages "The Biography of Thurgood Marshall" and "Thank You Thurgood" to complete the Venn Diagram and short response task.



Compare and contrast the two passages. Include details from both passages to explain how they are alike and how they are different.

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Name \_\_\_\_\_ Date \_\_\_\_\_

## The Biography of Thurgood Marshall and Thank You Thurgood Evidence from the Text

**Directions:** Read the statements below. Find the BEST evidence from the text to support the statements. Write a short paragraph to support the sentences with evidence from the text. Be sure to use correct capitalization and punctuation.

### Evidence from the Text Sentence Starters:

- ☐ I know this because ....
- ☐ For example,
- ☐ For instance,
- ☐ The text says ...
- ☐ The author wrote ...
- ☐ This is important because ...
- ☐ In paragraph \_\_\_ it says ...



1. Thurgood Marshall believed segregation was wrong.

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2. Thurgood Marshall changed many students' lives when he won the Brown vs. Board of Education case.

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Name \_\_\_\_\_ Date \_\_\_\_\_

# The Biography of Thurgood Marshall and Thank You Thurgood

## Persuasive Writing

**Directions:** Use the information from both passages to write a persuasive piece. Try to convince your reader segregation is wrong, just as Thurgood Marshall worked to do.

Be sure your persuasive piece includes:

- ☐ an introductory sentence
- ☐ a clear opinion
- ☐ at least three reasons to support your opinion
- ☐ evidence from the text to help support your reasoning
- ☐ a concluding sentence
- ☐ correct capitalization and punctuation

[illegible]

Name \_\_\_\_\_ Date \_\_\_\_\_

# The Biography of Thurgood Marshall and Thank You Thurgood

## Narrative Writing

**Directions:** Use information from both passages to help you write a narrative about a student researching Thurgood Marshall for a speech he or she has to give at school.

Be sure your narrative includes:

- ☐ an introductory sentence that hooks your readers and makes them excited to keep reading
- ☐ the names of the characters
- ☐ the setting
- ☐ dialogue that helps readers know how the characters are feeling
- ☐ correct punctuation for dialogue
- ☐ sentences to describe the actions of your characters
- ☐ correct capitalization and punctuation for the beginning and ending of sentences
- ☐ a concluding sentence

